

# Jigsaw

## PARTICIPATING IN A JIGSAW

### Know

- Four strategies that support differentiation: Jigsaw, TriMind, RAFT, and Anchor Activities.

### Understand

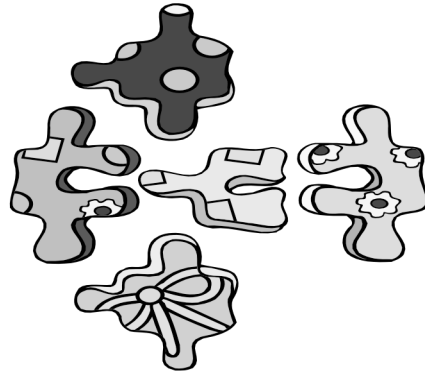
- Flexible grouping facilitates differentiation.
- Strategies that account for student learning profile, interest, and readiness enhance learning outcomes.

### Do

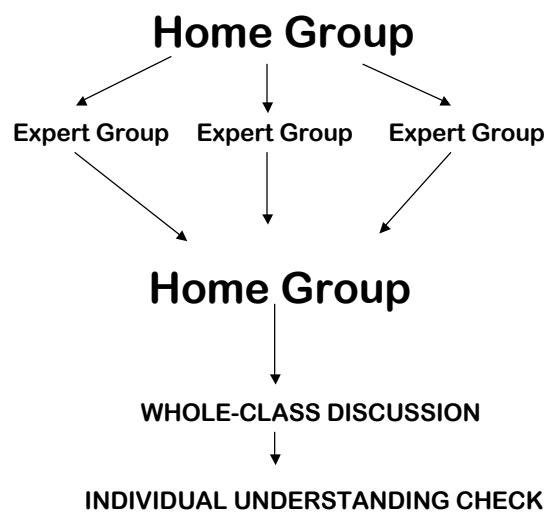
- Experience the Jigsaw strategy.
- Become an “expert” about another strategy that supports differentiation, and teach the strategy to others.
- Learn from other “experts” about additional strategies.
- Consider ways to apply the strategies in your classroom.

# Jigsaw

- A cooperative learning strategy in which all students become experts on a small piece of a topic and then teach each other



## Jigsaw Format



# Jigsaw Examples

## English: The Sound of Poetry

### Know

- The definitions of *alliteration*, *onomatopoeia*, *rhythm*

### Understand

- The sound of a poem helps convey its meaning to the reader.

### Do:

- Identify and analyze the use of a poetic device in a children's book.
- Create examples of poetic devices.

## EXPERT GROUPS

### EXPERT GROUP ONE:

Alliteration  
using  
*Six Sleepy Sheep*

### EXPERT GROUP TWO:

Onomatopoeia  
using  
*Bed Head*

### EXPERT GROUP THREE

Rhythm and Rhyme  
using  
*The Big Box*

## **Expert Groups**

**In expert groups:**

- 1. Students are given definitions of their poetic element and a few examples.**
- 2. Students read the children's book at their workstation and identify examples of their poetic element in it.**
- 3. Students create examples of their poetic element on their own and come up with a way to teach their home group members about the element.**

## **Home Groups**

- Students teach each other about their elements.**
- Together, students create a children's book using:**
  - 1. Four examples of onomatopoeia**
  - 2. A rhythm that matches the meaning of the story**
  - 3. Four examples of alliteration**

## **DIRECTIONS**

1. Assemble in a group of 5 or 6. This is your HOME group.
2. Decide which strategy you would like to become an “expert” on (TriMind, Anchor Activities, or RAFTs). No more than two people from each group should choose a given strategy.
3. Assemble in groups of 4 - 5, according to strategy. Choose one person from the group to get the strategy materials from Jessica.
4. Review the materials in your group. Decide how you will teach the strategy to your HOME group.
5. After 25 minutes or so, you will assemble in your HOME groups to teacher/learn the strategies.

### **TriMind**

A strategy that allows students to work in their Sternberg intelligence preference—creative, practical, or analytical.

### **Anchor Activities**

A storehouse of activities that you create that students work on when they’ve completed other work. A great strategy for dealing with “ragged time.”

### **RAFT**

Students assume a particular role, develop a product for a specified audience in a particular format and on a topic that gets right at the heart of what matters most in a particular segment of study.